

St. John's C of E (V.A.) Primary School



Remote Learning Policy

Approved by: Curriculum, Quality, Standards

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At St. John's, our vision ("That all may Love, Learn, Flourish") underpins all that we do. Sometimes, circumstances may dictate that the education we provide needs to transition to remote learning. When this happens, staff remain dedicated to supporting all children to flourish to the best of their ability, and we will adapt our practice accordingly.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school^[SEP] due to a local/national lockdown
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Provide information on our remote learning plan for any future local/national lockdown.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8am-4pm.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent where there is not another parent available they should report this using the normal absence procedure.

Teachers may be required to work on a rota to teach vulnerable children and key worker children.

When providing remote learning due to **school or bubble closure**, teachers are responsible for:

- Setting work for their year group:
 - Teachers will be given half a day a week (Wednesdays) for PPA to

include planning remote learning

- They should organise a weekly planning conversation with year group colleagues to organise planning and ensure consistency across the year/subjects
- Plan includes daily lessons for Maths, English, Phonics/Reading and spelling. It should also include weekly lessons for Science, RE, RSHE, PE, Geography/History and Art (this should be in line with the curriculum and what would usually be delivered)
- Teaching should include:
 - live lessons, which will be recorded
 - slides for the lessons
 - resources or templates to view/use (with an awareness that many families do not have a printer)
 - resources to support pupils with SEN
- Planning should be completed by 4pm on Wednesday for the following week
- New learning uploaded on Google Classroom by Friday at 3pm for the following week
- Providing feedback on work:
 - Teacher will respond to assignments submitted on Google Classroom and return it to pupils
 - Ensuring feedback is sent in the same school week that the email/assignment is received
- Keeping in touch with pupils who aren't in school and their parents:
 - Call all pupils once a week to check on their learning and wellbeing, recording notes on CPOMS if there is a safeguarding issue.
 - Responding to emails from parents.

- Sharing any complaints or concerns shared by parents and pupils with safeguarding leads.
- Making weekly reading phone calls to any pupils not in school.
- Attending virtual meetings with staff, parents and children:
 - Leading class Zoom calls,
 - Attending remote staff meetings,
 - Ensuring appropriate dress for Zoom calls.
 - Ensuring appropriate locations for Zoom (e.g. avoid areas with background noise, nothing inappropriate in the background).

When providing remote learning for **pupils who are self-isolating due to a pandemic**, teachers are responsible for:

- Setting work for these children to complete remotely:
 - Teachers must add their slides and resources to Google Classroom by the second day of isolation
 - This will be completed by 8.30am each day
 - Tasks set will include: English, Maths, reading and afternoon subjects (RE, Science, Geography, History, RSHE, DT, Art, ICT or PE)
- Providing feedback on work:
 - Responding to assignments submitted on Google Classroom and returning it to pupils.
 - Ensuring feedback is sent in the same school week that the email/assignment is received.
- Keeping in touch with pupils who aren't in school and their parents:
 - Calling children to check in with them once a week, recording any concerns using CPOMs.

2.2 Support staff

When assisting with remote learning, teaching assistants must be available for

their usual working hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent where the other parent is not available, they should report this using the normal absence procedure.

Support staff may be required to work on a rota to teach vulnerable children and key worker children.

When assisting with remote learning due to **school or bubble closure**, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
 - Making reading phone calls to pupils not attending school
- Attending virtual meetings with teachers, parents and pupils:
 - Attending class Zoom calls,
 - Attending staff meetings.
 - Ensuring appropriate dress for Zoom calls.
 - Ensuring appropriate locations for Zoom (e.g. avoid areas with background noise, nothing inappropriate in the background).
 - Those providing 1:1 support to specific children will need to continue this support by calling the pupils and delivering interventions (liaise with Inclusion Manager).
 - Completing assigned CPD tasks.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work and curriculum objectives set by teachers in their subject.
- Contributing useful resources for their subject for Google Classroom.
- Alerting teachers to resources they can use to teach their subject remotely.
- Finding appropriate CPD for their subject which can be completed by staff at home.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Charlotte Lambton leading on Google Classroom.
- Monitoring the effectiveness of remote learning – reviewing work set on Google Classroom, meetings with teachers and subject leaders, reaching out for feedback from pupils and parents/carers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding lead

Please see our Child protection and Safeguarding Policy.

2.6 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work.

- Helping staff and parents/carers with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

2.7 Admin staff

Admin staff are responsible for:

- Ensuring letters and communication are sent out to parents via email/Weduc.
- Liaise with teachers about any parental concerns or contact.
- Forward emails to appropriate staff members.
- When working from home, continue to liaise with teachers and parents/carers.

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although they do not always need to be in front of a device.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't

complete work.

- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

2.9 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

3. Who to contact

If staff have any questions or concerns about remote learning, they should speak to the following individuals:

- Issues in setting work – subject lead or Inclusion Manager
- Issues with behaviour – Deputy Head Teacher
- Issues with IT – Cygnet IT
- Issues with their own workload or wellbeing – Head Teacher
- Concerns about data protection – Clare Mackenzie
- Concerns about safeguarding – DSLs

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access data using our secure cloud service (Google Drive) or a server in our IT network
- Access data using our Remote server service (Microsoft) or a server in our IT network
- Ensure that devices are secure (see Section 4.3)

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper- and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)

- Ensuring the hard drive is encrypted – this means that, if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates
- Use Google Drive for sharing documents
- Use LGfL staff mail to share any confidential documents

5. Safeguarding

Staff should refer any concerns immediately to a Designated Safeguarding Lead as well as recording on CPOMs.

6. Monitoring arrangements

This policy will be reviewed regularly by Charlotte Lambton (Deputy Head Teacher) and Martina Martin (Head Teacher) and shared with the governing body.